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AUTHOR Eschenmann, K. Kurt; Olinger, Phyllis Barnett
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ABSTRACT

A study identified barriers for adult students 21 years old or older so that programs, courses, motivational strategies, counseling services, support services, and recruitment information could be developed to eliminate or overcome those barriers. One hundred randomly selected adult students enrolled in technical education programs during the previous 3 years at a Virginia community college and 30 adult students enrolled in a technical education program at a 4-year institution were mailed a 32-item questionnaire. A follow-up mailing was sent. Of the 98 contacted, 78 (80 percent) responded. Ages reported ranged from 22 to 63 years, with 32 women and 46 men responding. The following were among the study's findings: (1) self-motivation was reported to play a significant part in adult students' academic success; (2) adults in this study did not consider lack of money to be a major barrier; (3) 68 percent indicated that a lack of adequate study time was the barrier most frequently experienced; and (4) honoring family commitments was identified as a barrier by more than 60 percent of the adult students. It is recommended that faculty members and student advisors be trained in motivational strategies and techniques designed specifically for adults. (Fifteen references and 10 tables are included in the document.) (CML)

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BARRIERS ADULTS FACE WHEN ENROLLING IN TECHNICAL EDUCATION PROGRAMS AT TWO YEAR AND FOUR YEAR INSTITUTIONS

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NUMBER 1

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BARRIERS ADULTS FACE WHEN ENROLLING IN TECHNICAL EDUCATION PROGRAMS AT TWO YEAR AND FOUR YEAR INSTITUTIONS

NUMBER 1

K. KURT ESCHENMANN

AND

PHYLLIS BARNETT OLINGER

DIVISION OF VOCATIONAL TECHNICAL
EDUCATION
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY
BLACKSBURG, VA 24061

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PREFACE

This report is a product of a survey conducted by K. Kurt Eschenmann and Phyllis Barnett Olinger. The recommendations and conclusions reported in this document reflect the opinions, views, and data interpretations of the authors. Thanks is extended to all those adult students who participated. They shall remain anonymous.

Barriers Adults Face When Enrolling in Technical Education Programs At Two Year and Four Year Institutions

Introduction

The student population of today's college campuses is as diverse as the individual student's needs, interests and aspirations. These student populations represent all segments of our society. Adult students are an important, and increasingly significant, portion of the student body at both two year and four year institutions of higher education. There are numerous reasons why adults attend institutions to either start, complete, or continue their education. Young (1980) concluded that the desire to complete a previously started program was a primary reason adults participate in learning activities. Roueche, Baker, and Rouecher (1987) suggest that the baby boomers of the mid-seventies view community colleges as avenues to advancement. To this population, two year institutions are seen as colleges of opportunity.

Even though adults were enrolling to pursue degrees in larger numbers, they were sometimes confronted with barriers. In some instances the institutions were not capable of initially accommodating the needs of these adult students. Some community colleges responded by

streamlining policies to make matriculation easier. Horton (1981) identified strategies that two year institutions could implement to attract and retain the growing number of adults that were enrolling. It was suggested that these strategies be incorporated by two year institutions inasmuch as recruiting techniques that are successful with youth may not always necessarily be appropriate for adults. The academic performance of adult students surprised more than one administrator. Adults who were either formerly denied access to institutions of higher education or felt their chance of academic success was minimal ventured onto campuses and became exemplary students. Some graduates of these two year programs returned to their initial careers and advanced. Other graduates started new careers with their recently acquired skills. Still others continued their educational pursuits at four year institutions.

Many of the adult students who continued their education at four year institutions faced the same types of barriers that were experienced at their two year institutions. Unfortunately, some four year institutions provided these adult students with barriers that had never before been experienced! Regardless of the origins of these barriers, four year institutions generally did not respond to the needs of adult students as rapidly as two year institutions. Barriers were particularly

apparent at those four year institutions where either adults had not previously matriculated in large numbers or where adults perceived the institution to have ineffective recruiting practices (Harden, 1984). Institutions that failed to recognize the differences between youth and adults found themselves faced with recruitment and retraining problems. Using counselors untrained in working with adults proved disastrous. Adults who did not have high levels of motivation or family support to overcome the frustrations associated with these barriers sometimes withdrew voluntarily. Other adult students remained in an environment that was perceived to be unfriendly and struggled to obtain academic achievement. Those students who persisted and graduated sometimes left with feelings of resentment against the system.

Two year and four year institutions who recruited adults soon realized that special programs, staffed with specially trained professionals, could significantly reduce the amount and type of frustration adults experienced. Experience has shown that reducing the frustration level is advantageous to the student and the school as it can retain students and increase enrollments.

Background of the Study

This study was undertaken to identify barriers

that adult students enrolling in technical education degree programs experienced at two year and four year college/universities. The purpose of this study was to identify barriers that existed for these students so that programs, materials, and information could be developed for their elimination. Eliminating these barriers can enhance the success of these adult students. Specifically, this study was conducted to answer the question:

* What types of barriers do adult students enrolled in technical education degree programs experience at two year and four year institutions?

Answers to this question will provide personnel at two year and four year institutions with information needed to:

* design counseling services specifically for the adult student.
* develop recruitment and related information and literature for the adult student.
* provide adequate and appropriate support services that can be made available for the adult student.
* design programs and courses that are appropriate in meeting the special needs of the adult student.

* develop and implement motivational strategies and programs to help adults reduce the frustrations associated with these barriers and increase in school performance/achievement.

Sample Selection and Data Collection Procedures

For purposes of this study adult students were defined as students having reached their 21st birthday or older. One hundred students were randomly selected at a local community college to participate in this study. This group represented those adult students who had enrolled in technical education programs during the previous three years. Only students who enrolled in programs leading to a two year associate degree were included. In addition to these students, 30 adult students enrolled in a technical education program at a four year institution during the preceeding three year period were also identified to participate in the study. As with the two year institution population, only adults who had completed their degree requirements participated in this study.

A thirty two item survey questionnaire was developed for this study. Items included on the instrument were designed to provide data that could be used to answer the research question. The questionnaire was

administered to 30 adult students prior to being used in this study. The purpose of this preliminary activity was to permit the project investigators to review their instrument for clarity and to ensure the type of data collected was appropriate to address the research question. After the instrument had been reviewed by the project investigators each of the one hundred and thirty participants was sent a questionnaire. Included with each questionnaire was a cover letter from the project staff and a self-addressed, stamped, return envelope. The purpose of the cover letter was to ask for participant support, explain the purpose of the study, and identify how the collected data would be used. Each survey was coded to ensure participant confidentiality to facilitate a follow-up of initial non-respondents.

Non-Respondent Follow-Up Activities

A second survey questionnaire was sent 10 days after the initial mailing to all participants not returning their completed questionnaires. Included in this follow-up packet was a second survey questionnaire and a cover letter again explaining the nature and importance of the study. As in the initial mailing a self-addressed, stamped envelop was included. The second survey was also coded to ensure the confidentiality of the respondents reply. Inasmuch as telephone numbers were not available to project staff non-respondents could

not be contacted by telephone. The survey procedure was halted 10 days after the second mailing. Table 1, in Appendix A, shows the profile of these respondents participating in the study.

Overview of the Population

One hundred and thirty adults were selected to participate in the study. Because of inaccurate and out of date mailing addresses, 32 of these adults could not be contacted. Seventy eight students returned completed survey instruments. This return represents 81% of the participants contacted. Among these returns, 32 (41%) were women and 46 (59%) were men. Ninety seven percent (76 individuals) of the respondents reported ages when asked. These ages ranged from 22 years to 63 years. Table 2 is located in Appendix B and shows a profile of all respondents by age.

The age groups representing the largest number of participants were 30 years and 40 years. Both of these age groups had six participants reporting data. Two respondents (3%) failed to indicate their age on the survey instrument when asked. A comparison of the ages of the responses by gender is displayed in Table 3 which is located in Appendix C.

Findings

The purpose of this study was to identify barriers adult students experienced when enrolling in technical

education degree programs at two year and four year institutions. This project was initiated inasmuch as previous research on adult students suggested that the type of barriers adults face, and the adult's desire to obtain a degree, can affect his/her class performance and level of achievement. The types of barriers identified in previous research on adults by the project staff were used as guidelines for this study. A study conducted by Marienau and Klinger (1977) identified five barriers that adults face when entering postsecondary education programs. These barriers are: access to facilities, family responsibilities, finances, time and motivation. By using these guidelines as a framework, the researchers hoped to identify if similar barriers were experienced by this particular population.

Self Motivation

Researchers have suggested that the motivation to succeed is a trait commonly found in many adult students. This self motivation is one factor that leads many adults to return to school (Applachian Educational Lab, 1986). Belief in one's self has a significant influence on experiencing success. Reimanis (1973) suggests that students with low self esteem have corresponding low levels of self-motivation. Because of this relationship between self-motivation and success, Caughren (1975) maintains that intrinsic motivation and the feeling of

self enhancement should become an integral part of all counseling activities for adult community college students. Other factors can also lead to low self esteem. Schoenbeck (1970) suggested that students who experience low levels of self-motivation may do so because of unclear personal goals and aims. Beder and Valentine (1987) conducted a study to identify what motivated adult basic education students to pursue additional educational achievements. Their findings identified 10 factors:

- self improvement
- diversion
- community/church involvement
- launching
- educational advancement
- family responsibility
- literacy development
- job advancement
- economic need
- urging of others

It is clear that self motivation plays an important role in the adult student's pursuit of educational/academic achievement. Since there is a relationship between levels of self motivation and success, adults who have high levels of motivation may actually have a greater probability of academic success. With these studies providing background information, participants were asked a series of questions to identify to what degree they were self-motivated and in what areas self-motivation was more important than others. Fifty one percent of the respondents indicated that self motivation was an important factor in contributing to their success.

Slightly less than half of the respondents (44%) indicated that they had to motivate themselves somewhat. Regardless of the amount of self motivation required all of the respondents indicated that self motivation, to some degree, was required for their success.

While self motivation was an important part of program success, nine percent of the adult students also indicated they relied on the motivational efforts of other individuals. McCannon (1981) reported that adults considered lack of advising or assistance by teachers as a barrier to many adult students. Nine percent indicated their course advisor served as a source of motivation and six percent indicated their teachers served as motivators. Table 4, located in Appendix D, shows an analysis of the respondents "motivators."

While the student provided self motivation and teachers and advisors also assisted in providing motivation where necessary, additional sources of motivation were identified by nine percent of the participants. Table 5 is located in Appendix E and indicates other sources of motivation for the respondents.

Adults indicated that their attendance also had a significant, and positive, influence on shaping their attitude. Research has indicated that the attitude of an individual has a direct bearing on self esteem. As

self esteem and attitude increases confidence grows at a corresponding rate. Without confidence it is difficult to demonstrate one's true ability. Ninety six percent of the respondents indicated that their confidence had improved since enrolling in courses.

An educational experience is comprised of various components. Some of the components are more enjoyable than others for the students. Components lacking attractiveness to the students often receive minimal effort and/or concentration. These are the areas in which all students tend to receive lower grades and have lower levels of performance. A second question asked each respondent to identify those activities that required self motivation for them to complete. Over 60% of the adults indicated that studying on a regular basis was the activity that required the most self-motivation. Reading assignments and doing out of class assignments were second and third with respondents reporting 49% and 46% respectively. Table 6 shows those activities requiring self motivation and can be found in Appendix F.

Problems

One item on the instrument was designed to permit the respondents to identify the various types of problems they experienced as adult students. Each respondent was provided with a list of five potential "problems." These

problems had been identified in other research on adult students as being identified as barriers to success. This item was intended to identify if the students in this survey sample experienced barriers similar to those other adult students faced. Sewell (1982) identified job and family responsibilities, lack of time, and inadequate funds as barriers adults faced when returning to pursue a college degree. Sixty eight percent of the respondents indicated that not having enough time to study was their number one problem. Schmidt (1983) found that lack of adequate study time was a barrier identified by 60% of his adult student population. This response may be one reason why the adults also reported that studying on a regular basis required a significant amount of self motivation. A close second, with 64%, was honoring family commitments.

The literature also documents that lack of necessary funds is a problem faced by many adult students. In a study of adult students conducted by Central Research Corporation (1980), cost was identified as the most frequently mentioned barrier to continuing education. Forty percent of the adult students in our survey also indicated that lack of money was a problem.

Scheduling classes and traveling to class was identified as a problem by 28% and 22% respectively. The traveling time required to attend classes may have been

viewed as a problem by a small portion of the adults since many of the adults in this survey attend colleges close to their homes.

The ranking of problems differed when responses were compared by gender. Females ranked lack of study time and family commitments as first and second respectively. Males, on the other hand, reversed their ranking of these two items with family commitments being identified by 64% of the respondents and not enough study time being identified by 53% of the males. Table 7 shows the responses of the total group and individual male and female responses to this item. Table 7 can be found in Appendix G.

Childcare

Eighty three percent of the respondents indicated that they had children. Of those parents, 16% responded that obtaining adequate child care was a barrier for them. The remaining 84% felt that lack of childcare did not present a problem in preventing or reducing their classroom attendance. When asked if instructors were sensitive to their responsibilities as parents; 63% of the parents responded in the affirmative. This response pattern was uniform among all participants regardless of age, gender, and type of school.

Distance (Access)

McCannon's study (1981) reported that distance was

considered to be a barrier for adults in rural locations. One item was included on the survey to identify what influence distance to the campus had on adults enrolling in programs and attending classes regularly. This item permitted each participant to respond in one of four categories. Forty six percent of the respondents indicated that the distance to the campus was very important in their decision to attend. As one might expect the closer the campus to the adults, the more positive adults viewed entering a program or returning to complete specific degree requirements. Almost as many adults reported that the distance was somewhat important (26%)as those reporting distance was not at all important (21%). Again, their was no difference in the response patterns of adults at two year or four year institutions. Table 8 shows the responses of the adults to this item as a group and by gender (See Appendix H).

Age

The dynamics of the classroom can be enhanced with groups comprised of youth and adults. In some instances the age differences can influence individual performance if the students perceive they are being stereotyped and discriminated. In spite of this perception many adults prefer being in age integrated as opposed to age segregated classrooms (Spouse, 1981). A series of items were included on the questionnaire concerning the effect

of age. The purpose of this item was to determine if the age of an adult hindered their matriculation initially or prevented them from continuing in their program. Specifically, adults were asked if age was one of the factors they considered in making their decision to return to school. Items were also included to determine if the adults perceived themselves to be stereotyped because of their age by either their fellow classmates or teachers. Among all respondents 50% indicated their current age was considered before they returned to school. Interestingly the age of the students in this particular sample did not influence how adults responded to this particular item. Gender of the participant however played a role in the adults decision. Fifty nine percent of the women reported that their age played a role in determining whether to attend. Only 45% of the men responded in a similar fashion. Adult students enrolled in two year programs responded similarily to those adults completing their last two years of a four year degree (50%).

Respondents were also asked if they felt their age was used by their fellow students and teachers to stereotype them. Less than one third of the respondents indicated that either their fellow students or teachers stereotyped them because of their age. This response pattern remained consistent regardless of gender,

individual age, or type of institution.

Physical/Medical:

The effects of medication and physical problems on adult performance/attendance was also addressed. Two items on the instrument asked if the adults were currently taking prescription drugs and if so, the effect of these drugs on their performance/attendance. Only 19% of the respondents indicated that they were consuming a prescribed drug. Among this group nine percent perceived their medication to affect their attention span. The data collected from this population seems to suggest that prescription drugs are not widely used and adults using such drugs do not experience side effects which they considered to affect their attendance or performance.

Another area of interest centered around the vision and hearing abilities of adults. Since many instructors use lectures in conjunction with visually prepared material, difficulties in hearing lectures and viewing visual aids can effect student performance. Less than one fourth of the respondents indicated that they had their eyes and/or ears checked by a health professional upon returning to school.

Scheduling Classes:

One problem that adults may initially experience when returning to college is scheduling classes that do not conflict with either their existing work schedule or

family commitments. Items were included to identify if students scheduled classes at certain times of the day because of these limitations. Seventy five percent of the adults participating in this study reported that classes were only scheduled during selected time intervals. When asked why these classes were scheduled, 26% of the respondents indicated that classes were scheduled for student convenience. Almost one half of the respondents (49%) indicated that they scheduled classes because the class was only offered at a particular time. Eleven percent indicated classes were scheduled based on previous or existing commitments.

Studying Time

Many adults have difficulty in setting aside adequate time to study in an undisturbed manner. This is particularly true of adult students with family and/or job responsibilities. Three items relating to studying times were included on the questionnaire. The first item asked the respondents to identify that time of day during which they spend studying. Fifty one percent of the respondents indicated they studied from 6 p.m. to 9 p.m. Forty five percent reported that their studying time was from 9:00 p.m. to midnight. This six hour time interval remained the most popular time for studying regardless of the respondents marital status, gender, or employment status. Table 9 shows the responses concerning study

time habits (See Appendix I).

A realted item asked respondents to identify approximately how many hours were spent each week studying. Twenty nine percent of all respondents indicated that they spent 1 to 5 hours studying weekly. Twenty six percent and 22% indicated that they spent 5 to 10 hours and 10 to 15 hours respectively. Table 10 identifies the response patterns of all adults to this item and can be found in Appendix J.

The final item relating to study habits of the adults asked where they studied most frequently. Fifty three percent indicated that they spent their study time divided between the school and home environment. Eleven percent indicated they studied exclusively at school, while 36% studied exclusively at home. Two percent of the respondents indicated they studied while at work and during working hours. Seventy percent of the respondents indicated that adult study groups did not exist at their campus. Only 17 percent of the adults used such study groups where they did exist.

Conclusions and Recommendations

The purpose of this study was to identify barriers that adult students enrolled in technical education degree programs experienced at two year and four year institutions. These findings suggest that adults do experience barriers that can affect their performance

and attendance if not identified and addressed. The conclusions and recommendations from this study will be addressed to the initial research question.

What types of barriers do adult students enrolled in technical education degree programs experience at two year and four year institutions?

The adult students in this study reported experiencing a variety of barriers on the campuses of both two year and four year institutions. This particular survey group of adults however reported that barriers commonly experienced by other adults were not prevalent. Specifically, these barriers were financial, childcare and stereotyping by students and teachers. Other barriers did exist and the nature of these barriers varied in severity and degree of exposure. Regardless of the specific barriers, the adults reported that individual drive, determination, and motivation were necessary to overcome these barriers if they wanted to successfully complete their programs of study. The nature and intensity of problems occurred at both two year and four year institutions.

Self Motivation:

Unlike their adult counterparts, Scanlon (1983) suggests that lack of self motivation is the major barrier facing youth. All the adult students indicated that self motivation played a significant part in their

academic success. The amount of self motivation was related to the amount of support they received from other individuals. Obviously the more external support they received the less internal support was required of them. While these adults perceived their teachers and instructors as helping to motivate them, they did not perceive their advisors and teachers efforts to be significant.

Lack of Money

Contrary to the belief of many individuals, the adults in this study did not consider lack of money to be a major barrier in the pursuit of their studies. The respondents age, gender, and marital status did not change their response pattern to this particular item. Adults enrolled in programs at both two year and four year institutions did not consider financial resources to be a barrier.

Adequate Study Time

Many adults experience difficulty in managing their time when returning to school (Appalachia Educational Lab, 1986). When asked to identify the barriers most important frequently experienced, 68% of the adults indicated it was a lack of adequate study time. This response pattern remained constant regardless of the adult's age, gender and employment status (full time or part-time). Married adults were somewhat more concerned

over adequate study time as 72% of this adult group reported that adequate study time was a barrier in which they had to overcome more frequently than others.

Family Commitments

Honoring family commitment was a barrier that was identified by more than 60% of the adult students. This barrier was more noticeable among males than females. Males considered family commitments as their number one barrier while females ranked it behind adequate study time.

Childcare

Childcare was not perceived to be a barrier to college performance or attendance by the adult parents. Only 16% of the respondents indicated that obtaining adequate childcare was a problem. This response pattern remained unchanged regardless of gender.

Distance (Access)

Adults indicated that distance was extremely important in determining whether to attend college. Campuses that were perceived to be "too far" were not even considered for matriculation by adults regardless of their desire to attend college.

Age

Adult students did not perceive that either the other students in the class or their instructor stereotyped them because of their age. The data suggests

that more women considered their age before deciding to return to school than men. Fifty nine percent of the women used age in their decision making process while only 45% of the men considered their age.

Physical/Medical

Adults reported that their age and medical condition did not effect either their class attendance or performance. Even adults taking prescription drugs felt this medication had little impact on their performance/attendance.

Scheduling Classes

Adults reported scheduling classes based on whenever the class was offered. Class schedules received priority over family commitments/responsibility. Only a small percent of the adults reported taking classes for convenience.

Recommendations:

Two year and four year college representatives need to consider the barriers that adult students face when either entering college for the first time or returning to complete studies. The barriers adults experienced are different in nature than barriers that youth experience. Being sensitive to these barriers will not only help recruit adult students into existing programs but also help retain adult students who otherwise might withdraw.

One area that needs to be addressed by community

colleges and four year college administrators is student motivation. Specifically faculty members and student advisors must take an active role in motivating adult students enrolled in their programs. These teachers and advisors can become important components to the adult students educational process. While adults generally do an excellent job in motivating themselves, the barriers these adults face in school, at home, and on the job requires they receive help. Training teachers and advisors in motivational strategies and techniques designed specifically for adults can help in this process.

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APPENDICES

APPENDIX A

Table 1. Survey Instrument Return Profile
n=130

	n	%
Surveys Sent	130	100
Returned (no forward address)	20	15
Returned (address unknown)	12	9
Total surveys completed	98	75
Total useable completions	79	81

APPENDIX B

Table 2. Survey Participants By Age Group

Age in Years	No. of Respondents	% of Total Respondents
21-24	5	6
25-29	8	10
30-34	16	21
35-39	12	15
40-44	15	19
45-49	12	15
50-54	3	4
55-59	3	4
60-64	2	3
Missing Data	2	3
	n=78	

APPENDIX C

Table 3. Age Groups of Participants by Gender

n=78

	Women n=32		Men 46	
Age Group	No. Resp.	% Resp.	No. Resp.	% Resp.
20-24	0	0	5	11
25-29	3	9	5	11
30-34	6	19	10	22
35-39	5	16	7	15
40-44	8	25	7	15
45-49	6	19	6	13
50-54	1	3	2	4
55-59	1	3	2	4
60-64			2	4
Missing Data	2	6	0	0

APPENDIX D

Table 4. Amount of Self Motivation Required

	Total Respondents n=78		Male n=46		Female n=32	
	No.	%	No	%	No	%
Great Extent	40	51	19	40	21	66
Somewhat	35	44	21	45	14	44
Little	3	4	3	6	0	0
Not at All	0	0	0	0	0	0

APPENDIX E

Table 5. Who Other Than Yourself Provided Motivation to You?

	Total Respondents (n=78)		Male n=46		Female n=32	
	No. Resp.	% Resp.	No. Resp.	% Resp.	No. Resp.	% Resp.
Another person	7	9	5	11	2	6
Teacher	5	6	1	2	4	13
Course advisor	7	9	5	11	2	6

APPENDIX F

Table 6. What Did You Have To Motivate Yourself To Do?

	Total Respondents (n=78)		Male n=46		Female n=32	
	No. Resp.	% Resp.	No. Resp.	% Resp.	No. Resp.	% Resp.
Study Regularly	49	63	27	57	22	69
Read Assignments	35	44	18	38	17	53
Attend Class Regularly	24	31	12	26	12	38
Study for Exams /Tests	27	35	12	26	15	47
Doing Out of Class Assignments	36	46	21	57	15	47

APPENDIX G

Table 7. What Problems Did You Experience As An Adult Learner?

	Total Responses (n=78)		Male n=46		Female n=32	
Problems	No. Resp.	% Resp.	No. Resp.	% Resp.	No. Resp.	% Resp.
Not enough study time	53	68	25	53	28	87
Family commitments	50	64	30	64	20	63
Lack of money	31	40	20	43	11	34
Scheduling classes	17	28	7	15	10	31
Travel to class	19	22	12	26	7	22

APPENDIX H

Table 8. What Part Did Location /Distance Of The Campus Play In Your Decision to Attend? (Too Far Away To Attend)

	Total Responses		Male n=46		Female n=32	
Degree of Importance	No.	%	No.	%	No.	%
Very Important	32	41	15	32	17	53
Somewhat Important	20	26	15	32	5	16
Moderately Important	4	5	1	2	3	9
Not Important	22	21	15	32	7	22

APPENDIX I

Table 9. What Time Of Day Do You Try To Do Your Homework?

Time Interval	Number Responding	% Responding
9 a.m. - 12 noon	5	6
12 noon - 3 p.m.	7	9
3 p.m. - 6 p.m.	6	7
6 p.m. - 9 p.m.	40	51
9 p.m. - Midnight	35	45
Midnight - 3 a.m.	7	9
3 a.m. - 6 a.m.	0	0
6 a.m. - 9 a.m.	0	0

APPENDIX J

Table 10. How Many Hours A Week Do You Average Studying?

	Number Responding	% Responding
Less than 1 hour	3	4
1 to 5 hours	23	29
5 to 10 hours	20	26
10 to 15 hours	17	22
15 to 20 hours	10	13
more than 20 hours	7	9